

# Communications as the main factor of child development preschool age

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## ABSTRACT

This article devoted to the dialogue form of communication between a child of early preschool age is a result, and together with that, an expression of the lack of independence of the child, not the remoteness of activity from the activities of adults. Changing the child's lifestyle, the emergence of new relationships with adults and other types of activities leads to the development of a child's communication.

**Keywords:** communication, preschool, interpersonal relationships, preschool age, children of preschool age.

## 1. INTRODUCTION

Preschool age (English preschoolage) is a stage of mental development, in the national periodization it takes up a place between an early age and a younger school age, from 3 to 6-7 years. In D. in. 3 periods are distinguished: the younger D. (3-4 years); middle D. c. (4-5 years) and senior D. c. (5-7 years). Preschool age is extremely important for the development of the psyche and personality of the child. He is called the age of the game, because the game is the leading activity of this age. Communication is a very important component of a child's life and how much he will master the ways of communication, his success in the process of growing up will depend on it. Communicating a child of younger preschool age with adults and other children is directly related to the practical activities carried out by him, or with a visual situation in which or about which communication takes place. The activity of a child of this age is carried out in most cases or together with adults, or with their help; therefore, his communication is situational. This gives a special form of communication - the form of situational speech, which in most cases carries a dialogical character. This speech is either an answer to an adult's questions, or an adult's questions due to difficulties arising in the course of an activity, or a requirement about the satisfaction of certain needs, or, finally, issues arising from signs with objects and phenomena of the surrounding reality.

## 2. MAIN PART

The dialogue form of communication between a child of early preschool age is a result, and together with that, an expression of the lack of independence of the child, not the remoteness of activity from the activities of adults. Changing the child's lifestyle, the emergence of new relationships with adults and other types of activities leads to the development of a child's communication. There are new problems of communication, which consist in the transfer by the child to an adult of his impressions obtained without direct contact with adults. There is a form of speech-message in the form of a monologue-story about the experience and the vision, the meaning of the game and about the work done, about the children's film, listened to the story, about the relationship with friends - everything that happened in the life of the child's activity outside of direct communication with adults. On the basis of a growing life in a team, it becomes necessary to agree on a common scheme, on the distribution of functions and control over the implementation of rules, etc. Depending on the nature of collective activity, there are tasks of instructing, evaluation. On this basis, the dialogical speech continues to develop and new forms of it emerge: indications, assessments, coordination of actions, etc. The conceptual basis of the development of the formation of communication associated with the works: L. I. Bozhovich, L. I. Chernetsky, L. S. Vygotsky, S. L. Rubinshtein, M. I. Lisinoi, J. Piaget and other domestic and foreign psychologists who considered communication as an important condition for a person's mental development, his socialization

and individualization, the formation of personality. Communication - the interaction of two or more people, consisting in the exchange between them informative cognitive or affective-evaluative nature. Usually, communication is included in the practical interaction of people in the implementation and monitoring of their activities. At the same time, communication satisfies a special need for people to connect with other people. Communication plays a significant role in the development of personality. Outside communication is impossible the formation of personality. It is in the process of communication that experience is acquired, knowledge is accumulated, practical skills are formed, attitudes and beliefs are developed. It is only in the process of communication that spiritual needs, moral, political and aesthetic feelings are formed, character is formed. The role of communication in childhood is especially great. For a small child, his interaction with other people is not only a source of diverse experiences, but also the main condition for the formation of his personality, his human development. Life sometimes arranges cruel experiments, depriving young children of the necessary communication with close people when they for one reason or another are deprived of parental care. The consequences of such cases are tragic: in 3-5 years old children possess the simplest skills of self-service, they don't speak, they don't walk, they show amazing passivity. Even if children do not lose human communication at all, but do not have its fullness and quality, the consequences are very sad - children are significantly lagging behind in their mental development and have serious problems in the development of personality. The lack of necessary communication is also possible in prosperous conditions, when children are deprived of the attention of their parents, separated from them emotionally. As a result of such separation, especially if it occurs in the first years of a child's life, more or less serious problems often arise in the mental development of children. It has long been observed that children growing up in lack of communication with an adult (for example, in children's homes) tend to lag behind in their mental and personal development. Why does this happen? After all, it would seem, medical care, food and physical care while no worse than in ordinary kindergartens. Sometimes we, adults, think that a child's mental development occurs as if by itself: children grow up, become stronger, smarter, and the role of adults is to create the necessary conditions for their protection and safety: protect them from harmful effects, feed them, dress them, warm them provide them with clothes and toys, etc. But this is not so. Communication with close adults is not only a condition that helps children to live and grow normally, it is the main source, the engine of mental development. The experience of first relationships with other people is the foundation for the further development of the child's personality. This first experience largely determines the peculiarities of a person's self-consciousness, his attitude to the world, behavior among people and well-being. A child cannot be a stat normal person if he does not master those abilities, knowledge, skills, relationships that exist in a society of people. By itself, a child will never learn how to speak, use objects, think, feel, reason, no matter how well he niodiveli and feed him. He can master all this only with other people and only through communication with them. Numerous psychological studies show that communication of a child with an adult is the main and decisive condition for the formation of all mental abilities and qualities of a child: thinking, speech, self-esteem, emotional sphere, imagination, etc. The level of future abilities of a child, his character, his future depend on the amount and quality of communication. But the main thing is not even that. The identity of the child, his interests, self-understanding, his consciousness and self-consciousness can arise only in relationships with adults. Without love, attention and understanding of close adults, a child cannot become a full-fledged person. It is clear that such attention and understanding he can receive primarily in the family. But, unfortunately, children often lack the necessary communication in the family and in kindergarten. Quite often, the child has no meaningful connections with his parents, or he lacks positive emotional contacts with peers, or he is not liked by the caregiver. Such inadequate, distorted communication, of course, negatively affects the formation of the child's personality and his mental development. In order for adults responsible for the fate and development of children to prevent the harmful effects of a lack of communication in time, it is necessary to understand well what communication is and what kind of play it plays in different periods of childhood. The life of every normal person is literally laced with contacts with other people. The need for communication is one of the most important human needs. Relationships with close ones give rise to the most acute and intense experiences, fill our senses with actions and deeds. The most difficult experiences of a person are associated with loneliness, rejection or incomprehensibility by other people. And the most joyful and bright feelings - love, recognition, understanding - are born by intimacy and connectedness with others. Communication is the main condition and the main way of human life. Only in communication and in relations with other people can a person feel and understand himself, find his place in the world. Numerous psychological studies show that communication of a child to an adult is the main and decisive condition for the formation of all mental abilities and qualities of a child: thinking, speaking, self-esteem, emotional sphere, imagination. The amount and quality of communication depends on the level of the child's future abilities, his character, his future.

### 3. CONCLUSION

The personality of the child, his interests, self-understanding, his consciousness and self-consciousness can arise only in relations with adults. Without love, attention and understanding of close adults, a child cannot become a full-fledged person. It is clear that such an attention and understanding he can get primarily in the family. Lack of necessary communication children often experienced in the family and in kindergarten. Quite often, the child does not have satisfactory emotional relationships with parents, or he lacks positive emotional contacts with peers, or the teacher doesn't like him. Such faulty, deformed communication, of course, adversely affects the formation of the child's personality and his mental development.

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